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### Education

1984 Ph.D., Psychology, with a Ph.D. minor in Linguistics, Stanford University  
1980 B.A., Psychology and Classical Greek, Oberlin College  
1978 (spring) Intercollegiate Center for Classical Studies in Rome

### Professional Experience

2014-present Professor of Psychology and Linguistics, University of Michigan, Ann Arbor  
2013-present Heinz Werner Distinguished University Professor, University of Michigan, Ann Arbor  
1991-2014 Professor of Psychology, University of Michigan, Ann Arbor  
2013-2014 Interim Dean, College of Literature, Science, and the Arts, University of Michigan, Ann Arbor  
2012-2013 Heinz Werner Collegiate Professor, University of Michigan, Ann Arbor  
1999-2012 Frederick G. L. Huetwell Professor, University of Michigan, Ann Arbor  
2004-2007 Associate Dean for Social Sciences, College of LSA, University of Michigan, Ann Arbor  
1989-1991 Associate Professor, Department of Psychology, University of Michigan, Ann Arbor  
1984-1989 Assistant Professor, Department of Psychology, University of Michigan, Ann Arbor

### Honors and Awards

2016 G. Stanley Hall Award, Division 7, American Psychological Association  
2013 Distinguished Faculty Achievement Award, University of Michigan, Ann Arbor  
2013 Elected to Phi Kappa Phi  
2012 Elected to the National Academy of Sciences  
2012 Developmental Psychology Mentor Award, Division 7, American Psychological Association  
2011 Elected Fellow, American Psychological Association  
2010 Elected Fellow, Cognitive Science Society  
2008 Elected Fellow, American Academy of Arts & Sciences  
2008 Whitney J. Oates Fellow in the Humanities Council, Princeton University  
2007-2008 James McKeen Cattell Fund Fellowship

- 2007-2008 Faculty Fellowship Enhancement Award, University of Michigan  
 2005 The Inaugural Cognitive Development Society Book Award for best authored or co-authored volume for *The Essential Child*
- 2005 Eleanor Maccoby Book Prize from Division 7 of the American Psychological Association for *The Essential Child*
- 2004-2005 Fellow, Academic Leadership Program, Committee on Institutional Cooperation (CIC)
- 1996 Faculty Recognition Award, University of Michigan
- 1996 J. S. Guggenheim Fellowship
- 1995 Excellence in Education Award, College of LS&A, University of Michigan
- 1995 Excellence in Research Award, College of LS&A, University of Michigan
- 1994 Elected Fellow, American Psychological Society
- 1993-1997 Senior Fellow, Michigan Society of Fellows, University of Michigan
- 1992 American Psychological Foundation Robert L. Fantz Award
- 1991 Distinguished Scientific Award from the American Psychological Association for Early Career Contribution to Psychology
- 1989 Chase Memorial Award (biennial award for young scientist in cognitive psychology), Carnegie-Mellon University
- 1988-1989 Henry Russel Award (annual award for scholarship and teaching), University of Michigan
- 1988 Boyd McCandless Young Scientist Award, Division 7 (Developmental Psychology) of the American Psychological Association
- 1988 U.S. Delegate, Young Psychologists' Program (XXIV International Congress of Psychology), sponsored by the American Psychological Association
- 1987-1988 Patricia Jane Barrett Faculty Research Award, University of Michigan
- 1987 Invited to be a Fellow at the Center for Advanced Study in the Behavioral Sciences, Stanford CA
- 1985-1986 Lilly Foundation Post-Doctoral Teaching Award
- 1980 Graduated with highest honors in Psychology, Oberlin College
- 1979 Phi Beta Kappa, Oberlin College
- 1979 Florence Frew Prize for Excellence in Ancient Greek, Oberlin College

### Grants and Fellowships

- 2015-2017 "The Living Lab program". University of Michigan Transforming Learning for Third Century (TLTC) Quick Wins/Discovery grant program. (co-I with Henry Wellman; PI: Craig Smith). Total award: \$40,400.
- 2015-2016 "Origins of economic attitudes: Spendthrifts and tightwads in childhood" (with Dr. Scott Rick). University of Michigan Office of Research and College of LSA. Total award: \$22,475.
- 2008-2015 "Concepts and theories in human development". National Institute of Child Health and Human Development. Total costs: \$1,561,613.
- 2012-2013 "Generics in memory and causal explanations: A cross-linguistic comparison". University of Michigan Office for the Vice President for Research. Total award: \$15,000.
- 2010-2012 "Ritual, community, and conflict". Economic and Social Research Council. (co-I; Harvey Whitehouse, PI)

- 2008-2011 “Generic language in development”. National Science Foundation. Total award: \$300,000.
- 2005-2011 “Explanation, causation, and Bayes nets” (co-PI with Henry Wellman). McDonnell Foundation (sub-contract with UC Berkeley). Annual costs: \$75,000 (approx.).
- 2008-2009 “Concepts and theories in human development”. National Institute of Child Health and Human Development. Total costs: \$315,692.
- 2008-2009 "A cross-linguistic study of generic language" (co-PI with Bruce Mannheim). University of Michigan Office for the Vice President for Research. Total award: \$15,000.
- 2007-2008 James McKeen Cattell Fund Fellowship, “Research on the underpinnings of psychological essentialism in children.” Total award: \$35,000.
- 2005-2008 “Language, theory of mind, and conception of food as mediators of eating behavior” (Julie C. Lumeng, PI). National Institutes of Health. Total costs: \$418,938.
- 2003-2008 "Concepts and theories in human development." National Institute of Child Health and Human Development. Total costs: \$804,861.
- 2003-2005 “A trip to a virtual zoo” (with Jennifer Jipson). University of Michigan Office for the Vice President for Research; \$8,200.
- 2001-2003 “A cross-cultural developmental analysis of illness” (post-doctoral fellowship for Lakshmi Raman). National Institutes of Health.
- 1998-2003 "Concepts and theories in human development." National Institute of Child Health and Human Development. Total direct costs: \$392,932.
- 1998-2000 “Theory-based constructs underlying children's explanations in specific knowledge domains.” Australian Research Council Large Project Grant. (with J. Taplin). Total direct costs: A\$135,000.
- 1998-1999 “Essentialist beliefs about gender in children.” Institute for Research on Women and Gender, University of Michigan. Total costs: \$4,500.
- 1996-1997 J. S. Guggenheim Fellowship, “The role of concepts and theories in human development.” Total award: \$29,000.
- 1995-1998 "The development of trait understanding" (post-doctoral fellowship for G. Heyman). National Institutes of Health. Total direct costs: \$74,908.
- 1994-1996 "Children's understanding of causality." Australian Research Council. (with J. Taplin). Total direct costs: A\$59,934.
- 1991-1996 "Relations between language and thought in young children." National Science Foundation Faculty Award for Women Scientists and Engineers. Total direct costs: \$250,000.
- 1993 "Equipment for language and cognitive development laboratory." University of Michigan Office of the Vice President for Research. (with M. Shatz). Total direct costs: \$7,444.
- 1992-1993 "Children's understanding of mixed emotions." University of Michigan Office of the Vice President for Research. Total direct costs: \$5,000.
- 1988-1991 "A cognitive science model of language acquisition." University of Michigan Presidential Initiatives Fund, 1988-91. (with S. Lytinen, W. Croft, and J. Laird). Total direct costs: \$275,200.
- 1987-1991 "The organization of knowledge by young children." National Institute of Child Health and Human Development. Total direct costs: \$190,491.

- 1990 "Cultural knowledge and domain specificity" (international conference held October, 1990). Sponsored by The James S. McDonnell Foundation, CREA, and the University of Michigan Office of the Vice President for Research (with L. Hirschfeld).
- 1987-1989 "Developmental changes in the organization of knowledge," Spencer Fellowship, National Academy of Education. Total award: \$25,000.
- 1985-1985 "The role of language in children's understanding of natural kinds." Horace H. Rackham School of Graduate Studies, Faculty Grant and Fellowship, The University of Michigan, Ann Arbor. Total award: \$9,600.
- 1981-1984 National Science Foundation Pre-doctoral Fellowship.
- 1980-1981 Stanford University Fellowship.

### **Professional Memberships**

American Academy of Arts and Sciences  
American Association for the Advancement of Science  
American Psychological Association  
Association for Psychological Science  
Cognitive Development Society  
Cognitive Science Society  
National Academy of Sciences  
Society for Research in Child Development

### **Editorial Service**

#### *Current:*

Co-editor (with Paul Bloom), Oxford Series in Cognitive Development (Oxford University Press), 2003-present.

Associate Editor, *Psychological Review*, 2015- .

Editorial Committee, *Annual Review of Psychology*, 2014- .

Editorial Board, *Developmental Science*, 2014- .

Editorial Board, *Journal of Cognition and Culture*, 2000-present.

Editorial Board, *Journal of Cognition and Development*, 2012-2016.

Editorial Board, *Journal of Child Language*, 2011-2016.

Editorial Board, *Language Learning and Development*, 2003-present.

Editorial Board, *Proceedings of the National Academy of Sciences*, 2015- .

#### *Past:*

Associate Editor, *Cognitive Science*, 2011-2014.

Associate Editor, *Quarterly Journal of Experimental Psychology*, 2009-2013.

Consulting Board, *International Journal of Psychology*, 2009-2013.

Board of Editorial Consultants, *British Journal of Developmental Psychology*, 2003-2008.

Editorial Board, *Child Development*, 1988-1992, 1996-2001.

Editorial Board, *Child Development Research*, 2010-2011.

Editorial Board, *Cognitive Development*, 1990-1994.

Editorial Board, *Cognitive Psychology*, 1995-2004.

Editorial Board, *Developmental Psychology*, 1987-1989, 1998-2001.

Editorial Board, *Developmental Review*, 1996-2000.

Editorial Board, *Encyclopedia of Human Development* (Neil J. Salkind, Ed.). Thousand Oaks: Sage Publications.

Editorial Board, *Merrill-Palmer Quarterly*, 1991-1999.

Editorial Board, *Michigan Quarterly Review*, 1992-2008.

Associate Editor, *Developmental Psychology*, 1992-1994.

Selection Committee, *Journal of Experimental Psychology - General* editor, 1999-2000.

### **Other National and International Service**

Chair, Board of the Cognitive Science Society, 2016-2017.

President-Elect, Society for Philosophy and Psychology, 2016.

American Academy of Arts and Sciences Class III, Section 1 (Social and Developmental Psychology) Membership Panel, 2016-2017.

National Academy of Sciences, Troland Prize selection committee chair, 2016-2017.

National Academy of Sciences, Atkinson Prize in Psychological and Cognitive Sciences selection committee, 2015-2016.

National Academy of Sciences, Cozzarelli Prize selection committee (Class V), 2015-2016.

AAAS (American Association for the Advancement of Science), member, Electorate Nominating Committee, Section J (Psychology), 2015-2018.

Governing Board Member, Cognitive Science Society, 2014-2020.

National Academy of Sciences, Class Membership Committee, 2015-2016.

National Academy of Sciences, Nominating Committee, 2014.

National Academy of Sciences, Council designee on the Class V Membership Committee, 2014.

National Academy of Sciences, International Temporary Nominating Group for Class V, 2013- .

Member, APA (American Psychological Association) Council of Representatives, 2013-2014.

Member, APA (American Psychological Association) Division 7 Executive Committee, 2013-2014.

Member, APA Division 7, Research grant award committee, 2013.

Member, APA Division 7, 2014 Eleanor Maccoby book award committee, 2013.

Member, Ford Foundation Fellowships Science Review Panel, 2013.

Board Member, APS (Association for Psychological Science), 2011-2014.

Member, Cognition and Perception Study Section, NIH, 2008-2012.

Member, APS (Association for Psychological Science) Fellows Committee, 2011-2014.

Senior Advisor, Positive Neuroscience, A project of the University of Pennsylvania and the John Templeton Foundation.

Review Panel, Cognition and cognitive science, ISSBD Conference, 2012.

Panelist, "Five Burning Questions of the Professoriate" program for graduate students and post-doctoral fellows, Cognitive Development Society Meetings, 2011.

External Ph.D. Examiner, Institute of Cognition and Culture, Queen's University, Belfast, 2011.

Chair of Panel 12 ("Representation, Concepts, and Problem-Solving") for the Meetings of the Society for Research in Child Development, 2009, 2011.

Member, American Psychological Association Committee on Scientific Awards, 2007-2009.

President, Cognitive Development Society, elected 2003, served 2005-2007.

Ad-hoc reviewer, National Institutes of Health (NICHD), 1989, 1996, 1998, 2003.

External examiner, student Ph.D. thesis, University of British Columbia, 2006, 2010.

Reviewer of NRC report, "Taking science to school: Learning and teaching science in grades K-8", 2006

Executive Board, ISIS (International Society of Infancy Studies), 2000-2004.

Member, Committee on Integrating the Science of Early Childhood Development, National Research Council, Board on Children, Youth, and Families, 1998-2000.  
Member, Advisory Panel for Human Cognition and Perception Program, NSF, 1998-1999.  
Reviewer, POWRE program, NSF, 1998.  
Board of Directors, Jean Piaget Society, 1993-1996.  
Co-Coordinator, Jean Piaget Society Symposium (with K. Nelson, E. Scholnick, and P. Miller), 1996.  
NIMH Behavioral Sciences Task Force (Thought and Communication), 1993.  
Member, NIMH, Cognition, Emotion, and Personality Review Group, 1989-1991.  
Member, SRCD Summer Institutes and Study Groups Committee, 1991-1997.  
Chair of “Representations, Concepts, and Problem-Solving” Panel for the Meetings of the Society for Research in Child Development, 2009, 2011.  
Chair of "Language" Panel for the Meetings of the Society for Research in Child Development, 1991.  
Reviewer, Meetings of the Society for Research in Child Development, 1989, 1995, 1997, 1999, 2001, 2003, 2005, 2007, 2013, 2015.  
Participation in “Lunch with the Leaders” program, SRCD meetings, 2005.  
Participation in “Breakfast with the Leaders” program, SRCD meetings, 2007.  
Reviewer, Meetings of the Cognitive Development Society, 2003.  
Member, G. Stanley Hall Committee (Division 7, APA), 1989-90.  
Reviewer, Cognitive Science Society Meetings, 1989.  
Program Committee, Midwestern Psychological Association, 1988-91.  
Program Committee, Stanford Child Language Research Forum, 1980-83.

### **Consulting Work**

Consultant, NSF grant, Drs. Eva Pomerantz and Andrei Cimpian, 2016.  
Consultant, IES grant, Dr. Susan Neuman (PI), 2009-2012.  
Consultant, Sesame Workshop, 2008.  
Consultant, New York Hall of Science Life Changes Project, “Life changes: Communication pre-evolutionary concepts to young children in informal settings” (funded by the NSF), 2007-2010.  
Advisory Committee, Lawrence Hall of Science Project, “Early childhood research-integrated design of exhibits” (funded by NSF), 2006-2009.  
Consultant, San Francisco Exploratorium (museum exhibit on biology), 1999-2000.  
Consultant, HBO (Home Box Office), “A Little Curious” (preschool television program), 1998.

### **University Service (University of Michigan)**

Executive Committee, Department of Psychology, 1989-1991, 2008-2010, 2015-2017.  
Executive Committee, Weinberg Institute for Cognitive Science, 2015-2017.  
Member, Search Committee, Quantitative Psychology, 2015-2016.  
Nominating Committee, College of LSA, 2015-2016.  
Interim Dean, College of LSA, 2013-2014.  
Member, APG Development Subcommittee, University of Michigan, 2013-2014.  
Member, Search Advisory Committee for Dean of College of LSA, 2012-2013.  
Member, Professional Standards of Conduct for Faculty Committee, 2012-2013.  
Member, Divisional Evaluation Committee, Social Sciences, College of LSA, 2010-2013.

Reader, Promotion Review Process, Office of the Provost, 2009-2013.  
Hagen-Stevenson Dissertation Award Selection Committee, Developmental Psychology, 2012.  
Member, Search Advisory Committee for new Director of the Center for Advancing Research and Solutions for Society (CARSS), 2011.  
Member, Internal Evaluation Committee, Strategic Assessment of the School of Education, 2011.  
Member, Leadership Committee for the U-M Committee for Children, 2008-present.  
Child Care Initiative Research Advisory Group, 2006-present.  
Member, LSA Grievance Review Board, 2008-2011.  
Member, Faculty Review Committee, University of Michigan Interdisciplinary Recruitment Initiative, 2008.  
Member, Leadership Team, Incentive to Human Participants in Research, 2007-2008.  
Associate Dean for Social Sciences, College of LSA, 2004-2007.  
Member, Office of Human Research Compliance Review Advisory Committee, 2006-2007.  
Member, Advisory Committee for Chair Orientation, 2006-2007.  
Member, Faculty Salary Equity Study Advisory Committee, 2006.  
Member, Childcare Research Advisory Group, 2005-present.  
Member, Institute for Social Research Executive Committee, 2004-2007.  
Chair, Graduate Admissions Committee, Developmental Psychology, 2004.  
Member, Search Advisory Committee for new Dean, College of LSA, 2002-2003.  
Chair, Nominations Committee, College of LSA, 2002-2003, 2003-2004, 2008-2009.  
Chair, Committee on the first-year seminar program, College of LSA, 2002.  
Chair, Committee on promotion and tenure, College of LSA, 2000.  
Executive Committee, College of LSA, 1997-2000.  
Consultant, Behavioral Sciences, Institutional Review Board, 1998.  
Assistant to the Dean of Faculty Appointments, College of LSA, 1995-1996.  
Presidential Advisory Commission on Violence Against Women, 1995-1996.  
University Library Committee, 1994-1996.  
Presidential Advisory Commission on Women's Issues, 1993-1994.  
Head Graduate Advisor, Developmental Psychology, 1988-1990, 1992-1996.  
Graduate Committee, Department of Psychology, 1985, 1993-1996, 2002-2004.  
Dissertation Award Committee, Rackham School of Graduate Studies, 1994-1995.  
Divisional Board, Rackham School of Graduate Studies, 1988-1990.  
Judge, Dorothy Gies McGuigan Prize Competition (Women's Studies), 1989-1990  
Policy Committee, English Composition Board, 1989-1990.  
Augmented Executive Committee, Department of Psychology, 1985-1991.  
Executive Board, University of Michigan Children's Centers, 1989-1991, 2004.  
Human Subjects Review Committee, Department of Psychology, 1985-1991, 1993-1995.

## **Teaching Experience**

Courses taught, University of Michigan:

Cognitive Development (undergraduate); Cognitive Development (graduate course); Conceptual Development (graduate seminar); Current Issues in Developmental Psychology (graduate seminar); Essentialism in Cognition and Culture (graduate seminar, co-taught with L. Hirschfeld); Laboratory Methods in Developmental Psychology (undergraduate); Language Development (undergraduate); Language Development (graduate course); Language and Thought (undergraduate); Language and Thought (graduate seminar); Proseminar in

Developmental Psychology (graduate seminar); Psychology of Language (undergraduate); Theories of Cognitive Development (graduate seminar)

### Research Interests

Developmental psychology; Cognitive development; Language acquisition; Categorization and inductive reasoning; Psychological essentialism; Generic concepts and generic language; Social categories; Ownership, authenticity, and object history; Parent-child conversations; Semantic development; Causal reasoning; Relations between language and thought

### Books

Gelman, S. A. (Ed.) (2014). *Childhood cognitive development: Five-volume set*. London: SAGE Publications.

Banaji, M. R., & Gelman, S. A. (Eds.) (2013). *Navigating the social world: What infants, children, and other species can teach us*. New York: Oxford University Press.  
doi:10.1093/acprof:oso/9780199890712.001.0001

Gelman, S. A., Taylor, M G., & Nguyen, S. (2004). Mother-child conversations about gender: Understanding the acquisition of essentialist beliefs. *Monographs of the Society for Research in Child Development*. Volume 69, No. 1. doi:10.1111/j.1540-5834.2004.06901002.x

Gelman, S. A. (2003). *The essential child: Origins of essentialism in everyday thought*. New York: Oxford University Press.

Hirschfeld, L. A., & Gelman, S. A. (2002). *Cartografia de la Mente* [in 2 volumes]. Barcelona, Spain: Gedisa. [Spanish translation of Hirschfeld & Gelman (1994), *Mapping the mind*.]

Scholnick, E., Nelson, K., Gelman, S. A., & Miller, P. (Eds.) (1999). *Conceptual development: Piaget's legacy*. Mahwah, NJ: Erlbaum.

Gelman, S. A., Coley, J. D., Rosengren, K., Hartman, E., & Pappas, A. (1998). Beyond labeling: The role of maternal input in the acquisition of richly-structured categories. *Monographs of the Society for Research in Child Development*. Serial No. 253, Vol. 63, No. 1. doi:10.2307/1166211

Hirschfeld, L. A., & Gelman, S. A. (Eds.). (1994). *Mapping the mind: Domain specificity in cognition and culture*. Cambridge University Press.

Gelman, S. A., & Byrnes, J. P. (Eds.) (1991). *Perspectives on language and thought: Interrelations in development*. Cambridge: Cambridge University Press.  
doi:10.1017/CBO9780511983689  
[reissued in paperback, 2008]

### Journal Articles, Book Chapters, and Other Publications

Frazier, B. N., Wellman, H. M., & Gelman, S. A. (in press). Young children prefer and

remember satisfying explanations. *Journal of Cognition and Development*.

Gelman, S. A., & DeJesus, J. M. (in press). The language paradox: Words invite and impede conceptual change. In T. Amin & O. Levrini (Eds.), *Converging perspectives on conceptual change: Mapping an emerging paradigm in the learning sciences*. Routledge.

Gelman, S. A., & Gottfried, G. M. (in press). Creativity in young children's thought. In J. C. Kaufman & J. Baer (Eds.), *The Cambridge companion to creativity and reason in cognitive development, 2e*. Cambridge: Cambridge University Press.

Gelman, S. A., Sánchez Tapia, I., & Leslie, S. J. (in press). Memory for generic and quantified sentences in Spanish-speaking children and adults. *Journal of Child Language*.

Graham, S. A., Gelman, S. A., & Clarke, J. (in press). Generics license 30-month-olds' inferences about the atypical properties of novel kinds. *Developmental Psychology*.

Gülgöz, S., & Gelman, S. A. (in press). Who's the boss? Concepts of social power across development. *Child Development*.

Meyer, M., & Gelman, S. A. (in press). Gender essentialism in children and parents: Implications for the development of gender stereotyping and gender-typed preferences. *Sex Roles*.

Meyer, M., Gelman, S. A., Roberts, S. O., & Leslie, S. J. (in press). My heart made me do it: Children's essentialist beliefs about heart transplants. *Cognitive Science*.

Roberts, S. O., & Gelman, S. A. (in press). Can White children grow up to be Black? Children's reasoning about the stability of emotion and race. *Developmental Psychology*.

Roberts, S. O., & Gelman, S. A. (in press). Multiracial children's and adults' categorizations of multiracial individuals. *Journal of Cognition and Development*.

Roberts, S. O., Gelman, S. A., & Ho, A. K. (in press). So it is, so it shall be: Descriptive regularities license children's prescriptive judgments. *Cognitive Science*.

Tasimi, A., Gelman, S. A., Cimpian, A., & Knobe, J. (in press). Differences in the evaluation of generic statements about human and non-human categories. *Cognitive Science*.

Baptista, M., Gelman, S. A., & Beck, E. (2016). Testing the role of convergence in language acquisition, with implications for creole genesis. *International Journal of Bilingualism, 20*, 269-296.

Gelman, S. A., & Davidson, N. S. (2016). Young children's preference for unique owned objects. *Cognition, 155*, 146-154.

Gelman, S. A., Manczak, E. M., Was, A. M., & Noles, N. S. (2016). Children seek historical traces of owned objects. *Child Development, 87*, 239-255.

Jipson, J. L., Gülgöz, S., & Gelman, S. A. (2016). Parent-child conversations regarding the

ontological status of a robotic dog. *Cognitive Development*, 39, 21-35.

Kushnir, T., & Gelman, S. A. (2016). Translating testimonial claims into evidence for category-based induction. In A. Papafragou, D. Grodner, D. Mirman, & J. C. Trueswell (Eds.), *Proceedings of the 38th Annual Conference of the Cognitive Science Society* (pp. 1307-1312). Austin, TX: Cognitive Science Society.

Meyer, M., & Gelman, S. A. (2016). Generic reference is less marked than specific reference in children's gestures. *Journal of Nonverbal Behavior*, 40, 65-79.

Sánchez Tapia, I., Gelman, S. A., Hollander, M., Manczak, E. M., Mannheim, B., & Escalante, C. (2016). Development of teleological explanations in Peruvian Quechua-speaking and U.S. English-speaking preschoolers and adults. *Child Development*, 87(3), 747-758.

Brandone, A. C., Gelman, S. A., & Hedglen, J. (2015). Children's developing intuitions about the truth conditions and implications of novel generics versus quantified statements. *Cognitive Science*, 39(4), 711-738.

Gelman, S. A., Frazier, B. N., Noles, N. S., Manczak, E. M., & Stilwell, S. M. (2015). How much are Harry Potter's glasses worth? Children's monetary evaluation of authentic objects. *Journal of Cognition and Development*, 16(1), 97-117.

Gelman, S. A., Leslie, S. J., Was, A. M., & Koch, C. M. (2015). Children's interpretations of general quantifiers, specific quantifiers and generics. *Language, Cognition, and Neuroscience*, 30(4), 448-461.

Gelman, S. A., Mannheim, B., Escalante, C., & Sanchez Tapia, I. (2015). Teleological talk in parent-child conversations in Quechua. *First Language*, 35, 359-376.

Gelman, S. A., & Roberts, S. O. (2015). Cognitive science and the cultural challenge. *Social Anthropology*, 23(2), 208-210.

Ho, A. K., Roberts, S. O., & Gelman, S. A. (2015). Essentialism and racial bias jointly contribute to the categorization of multiracial individuals. *Psychological Science*, 26, 1639-1645.

Koenig, M. A., Cole, C. A., Meyer, M., Ridge, K. E., Kushnir, T., & Gelman, S. A. (2015). Children's evaluations of generality and verifiability. *Cognitive Psychology*, 83, 22-39.

Meyer, M., Gelman, S. A., & Stilwell, S. M. (2015). Frequency and informativeness of gestural cues accompanying generic and particular reference. *Language Learning and Development*, 11(4), 285-309.

Roberts, S. O., & Gelman, S. A. (2015). Do children see in black and white? Children's and adults' categorizations of multiracial individuals. *Child Development*, 86, 1830-1847.

Sutherland, S. L., Cimpian, A., Leslie, S.-J., & Gelman, S. A. (2015). Memory errors reveal a

bias to spontaneously generalize to categories. *Cognitive Science*, 39, 1021-1046.

Ware, E. A., & Gelman, S. A. (2015). The importance of clarifying evolutionary terminology across disciplines and in the classroom: A reply to Kampourakis. *Cognitive Science*, 39, 838-841.

Gelman, S. A., & Meyer, M. (2014). Generics. In P. J. Brooks & V. Kempe (Eds.), *Encyclopedia of Language Development* (pp. 235-236). SAGE Publications.

Gelman, S. A., & Meyer, M. (2014). The inherence heuristic: A basis for psychological essentialism? Commentary on Cimpian and Salomon. *Behavioral and Brain Sciences*, 37(5), 490. doi:10.1017/S0140525X13003737

Gelman, S. A., Noles, N. S., & Stilwell, S. (2014). Tracking the actions and possessions of agents. *Topics in Cognitive Science*, 6(4), 599-614. doi:10.1111/tops.12106

Gelman, S. A., Ware, E. A., Kleinberg, F., Manczak, E. M., & Stilwell, S. M. (2014). Individual differences in children's and parents' generic language. *Child Development*, 85(3), 924-940. doi:10.1111/cdev.12187

Geraghty, K., Waxman, S. R., & Gelman, S. A. (2014). Learning words from pictures: 15- and 17-month-old infants appreciate the referential and symbolic links among words, pictures, and objects. *Cognitive Development*, 32, 1-11.

Gülgöz, S., & Gelman, S. A. (2014). Children's recall of generic and specific labels regarding animals and people. *Cognitive Development*. doi:10.1016/j.cogdev.2014.05.002

Lane, J. D., Harris, P. L., Gelman, S. A., & Wellman, H. M. (2014). More than meets the eye: Young children's trust in claims that defy their perceptions. *Developmental Psychology*, 50(3), 865-871. doi:10.1037/a0034291

Legare, C., & Gelman, S. A. (2014). Examining explanatory biases in young children's biological reasoning. *Journal of Cognition and Development*, 15(2), 287-303. doi:10.1080/15248372.2012.749480

Noles, N. S., & Gelman, S. A. (2014). You can't always want what you get: Children's intuitions about ownership and desire. *Cognitive Development*, 31(1), 59-68. doi:10.1016/j.cogdev.2014.02.002

Rhodes, M., Gelman, S. A., & Karuza, J. C. (2014). Preschool ontology: The role of beliefs about category boundaries in early categorization. *Journal of Cognition and Development*, 15(1), 78-93. doi: 10.1080/15248372.2012.713875

Tare, M., & Gelman, S. A. (2014). "We call it as puppy": Pragmatic factors in bilingual language choice. In I. Arnon, M. Casilas, C. Kurumada, & B. Estigarribia, (Eds.), *Language in interaction, Studies in honor of Eve V. Clark. Trends in Language Acquisition Research, Vol. 12*, John Benjamins.

Ware, E. A., & Gelman, S. A. (2014). You get what you need: An examination of purpose-based inheritance reasoning in undergraduates, pre-schoolers, and biological experts. *Cognitive Science*, 38(2), 197-243. doi:10.1111/cogs.12097

Brandone, A. C., & Gelman, S. A. (2013). Generic language use reveals domain differences in children's expectations about animal and artifact categories. *Cognitive Development*, 28(1), 63-75. doi:10.1016/j.cogdev.2012.09.002

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### **Papers and Media for Popular Audience**

Interview on Robert Wright's Meaning of Life podcast: <http://meaningoflife.tv/videos/34164>

Participation in *Boston Review* forum: <http://bostonreview.net/forum/lure-luxury/susan-gelman-gelman-response-lure-luxury>

Interview on Rationally Speaking podcast: <http://rationallyspeakingpodcast.org/show/rs-149-susan-gelman-on-how-essentialism-shapes-our-thinking.html>

<http://www.hopesandfears.com/hopes/now/question/217021-year-end-lists>

Interview with Annual Reviews: <http://soundcloud.com/annualreviews/an-interview-with-susan-gelman>

Article about my research in the Spring, 2015 issue of *LSA Magazine*, "Little kids, big ideas" (pp. 50-52)

Interview with The Browser: <http://thebrowser.com/interviews/susan-gelman-on-essentialism>

Gelman, S. A. (1999). Children's understanding of reproduction. *Click*. [Article in the parents' pages of *Click*, a non-fiction magazine for children ages 3-7.]

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### **Invited Colloquia**

- 2016: New York University; Stanford University
- 2015: University of British Columbia; University of California - Davis; University of Illinois.
- 2012: Stanford University; Yale University; University of Maryland (Cognitive Science).
- 2011: Boston University; Northwestern University; University of Michigan Computer Science (Toyota AI Seminar); London School of Economics.
- 2010: Harvard University; Rutgers University; University of Minnesota Institute of Child Development.
- 2009: University of Chicago.
- 2008: University of Bristol (England); University of Michigan (Linguistics).
- 2007: University of Texas, Austin.
- 2006: University of Pennsylvania.
- 2004: Queens University (Ontario); Stanford University.
- 2003: Northwestern University; Rice University; University of Chicago.
- 1998: Columbia University; New York University; University of Pittsburgh.
- 1997: Michigan State University; Northwestern University; University of British Columbia; University of Connecticut; University of Virginia.
- 1996: Yale University; University of Toledo
- 1992: Jean Piaget Institute (Geneva, Switzerland)
- 1991: University of California, San Diego
- 1990: University of Minnesota, Institute for Child Development; Concordia University (Montreal); New York University
- 1989: UCLA; University of Buffalo; Northwestern University; University of Chicago; Princeton University; University of Illinois
- 1988: University of Delaware
- 1987: Developmental Science Working Group of Tokyo; University of Chicago; University of Pennsylvania
- 1986: Michigan State University; Wayne State University
- 1984: Oberlin College; Yale University; University of Texas (Austin)
- 1983: University of Michigan (Ann Arbor)

### **Other Invited Presentations**

(June, 2016). The non-obvious foundations of childhood thought. G. Stanley Hall Address,

American Psychological Association Annual Meeting. Denver, CO.

(June, 2016). Kinds, essences, and moral reasoning. Keynote address, Society for Philosophy and Psychology, 42<sup>nd</sup> Annual Meeting. Austin, TX.

(May, 2016). The nonobvious foundations of human thought. Retirement event celebrating Dr. Marjorie Taylor, University of Oregon. Eugene, OR.

(April, 2016). The essential child: What children can teach us about the human mind. Paul M. Fitts Lecture, Department of Psychology, University of Michigan.

(April, 2016). The nonobvious foundations of human thought. Distinguished University Professor Lecture, University of Michigan.

(March, 2016). From blankies to genes: The role of the non-obvious in children's conceptions of the world. NYU Department of Psychology, Distinguished Lecture Series.

(November, 2015). Children's satisfaction with, and learning from, explanations differing in levels of detail. Workshop on the Process of Explanation. Champaign, IL.

(October, 2015). Interdisciplinary toolkits for conducting cross-cultural research. Cultural diversity in social learning. Pre-Conference, Cognitive Development Society. Columbus, OH.

(October, 2015). University of Michigan Women in Science & Engineering Leadership Retreat.

(September, 2015). Sharks attack humans, but most sharks don't attack humans (or, How children learn generics). Invited Keynote Talk, GUV. Estes Park, CO.

(August, 2015). Artifacts and moral regard. Imagination and Alternative Possibilities, Moral Psychology Workshop. Ann Arbor, MI.

(March, 2015). From blankies to genes: The role of the non-obvious in children's conceptions of the world. Invited Address, Society for Research in Child Development. Philadelphia, PA.

(March, 2012). Children's understanding of ownership. 2012 University of Michigan Meeting on Consumption, Ann Arbor, MI.

(April, 2011). The non-obvious basis of ownership: Tracing the history and value of owned objects. Conference on Artifacts and Material Culture, AHRC Culture and the Mind, Sheffield, UK.

(August, 2010). Sharks attack humans, but most sharks don't attack humans: Learning to express generalizations in language. Keynote Address, 9<sup>th</sup> IEEE International Conference on Development and Learning. Ann Arbor, MI.

(May, 2010). Books are not for throwing: Generic language and moral messages. McDonnell workshop on morality. Ann Arbor, MI.

(January, 2010). Authenticity and its origins. Opening Conference of the Cognitive Development Center at Central European University, Budapest.

(June, 2009). Psychological essentialism as a source of implicit beliefs. Society for Philosophy and Psychology, Bloomington IN.

(June, 2009). Coexistence and competition in multiple explanatory models of illness. Biological understanding and theory of mind: Core knowledge and naive conceptions in children and adults. Reims, France.

(November, 2008). Discussant, Tanner Lectures on Human Values (given by Professor Marc Hauser), Princeton University.

(November, 2008). Commentary, Jacobson Lecture (given by Professor Barbara Stafford), University of Michigan Institute for the Humanities.

(October, 2008). Fast-mapping entails slow-mapping: Using words to refer to kinds. Society for Language Development, Boston, MA.

(May, 2008). 1. Essentialism and the human mind; 2. Language and essentialism; 3. Authenticity and its origins. Princeton University.

(March, 2008). Discussant for Templeton Research Lecture on "The Pleasures of Transcendence" (Dr. Paul Bloom), Johns Hopkins University.

(February, 2008). Essentialist reasoning about the biological world. "Neurobiology of 'Umwelt': How living beings perceive the world", Fondation IPSEN.

(December, 2007). What children can tell us about how we think. Henry Russel Lecturers' Dinner, University of Michigan.

(November, 2007). 2007 Kendon Smith Lecture Series, University of North Carolina – Greensboro.

(February, 2006). Generics as a window onto young children's concepts. Cognitive Issues in Generics, Mass Terms and Related Linguistic Constructions. Simon Fraser University, Vancouver, Canada.

(September, 2005). Keynote address, British Psychological Association, Developmental Conference. Edinburgh.

(February, 2004). Categories and causality in children. Workshop on Causality and Categorization, organized by Alison Gopnik and Laura Schulz, Center for Advanced Study in the Behavioral Sciences.

(June, 2003). Discussion of Piaget's *Play, Dreams, and Imitation*. Jean Piaget Society Meetings, Chicago, IL.

(February, 2003). Origins of essentialism in children. Talk presented at "Essentialism in Cognition and Culture," a conference organized by Lou Moses and Dare Baldwin, University of Oregon, Eugene.

(November, 2002). University of Texas at Austin.

(March, 2002). Two insights about naming in the preschool child. Conference on innateness. Organized by Peter Carruthers, Baltimore, MD.

(April, 2001). What's essential in children's concepts. Invited Address, Society for Research in Child Development. Minneapolis, MN.

(October, 1998). Conference on social identity. New York University. New York, NY.

(February, 1998). Concept acquisition. Paper presented at the Conference on Early Childhood Science, Mathematics, and Technology: Partners, Policy, and Practice. American Association for the Advancement of Science. Washington, DC.

(April, 1997). Discussant, Conference on developmental processes in early social understanding. Ann Arbor, MI.

(April, 1996). Commentary on infant categorization. Paper presented at the 10th Biennial International Conference on Infant Studies. Providence, RI.

(February, 1996). Talk presented to the University of Michigan Society of Fellows. (with Twila Tardif)

(November, 1995). The development of a concept of "kind". Workshop on permanence and change in conceptual knowledge. Kazimierz, Poland.

(March, 1994). Concepts, theories, and essences in the young child. Talk presented at the dedication of a developmental psychology laboratory, Oberlin College.

(August, 1992). The acquisition of concepts and theories. Invited address to the American Psychological Association.

(June, 1992). Essentialism and biological kinds. Society for Philosophy and Psychology, Montreal.

(August, 1989). Beyond similarity: Children's early expectations about categories. Invited address, Division 7 of the American Psychological Association, New Orleans, LA.

(January, 1989). Constraints on category-based induction. Symposium, Constraints on language learning and concept development, American Association for the Advancement of Science, San Francisco, CA.

(August, 1988). Categories and induction in young children. Symposium, Processes in Cognitive Development, International Congress of Psychology, Sydney, Australia.

(August, 1988). Projecting category knowledge to novel instances. Symposium, Constructing Knowledge of Categories, American Psychological Association, Atlanta, GA.

(April, 1988). Categories and induction in young children. Midwestern Psychological Association.

(October, 1987). Developmental changes in the organization of knowledge. Spencer Fellows Forum, Meeting of the National Academy of Education, Los Angeles, CA.

(July, 1987). Children's use of categories to guide biological inferences. Symposium, Children's understanding of the concept of life. International Society for the Study of Behavioral Development, Tokyo, Japan.

(May, 1987). Discussant in symposium, Lexical acquisition, storage, and processing in children. Midwestern Psychological Association, Chicago, IL.

(January, 1987). Discussant, Conference on articulating the abstract. Institute for the Humanities, University of Michigan, Ann Arbor.